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**MOUNT MORRIS  
COLLEGE**

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**Mount Morris, Illinois**

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Twenty-Second

ANNUAL CATALOGUE

MOUNT MORRIS COLLEGE

MOUNT MORRIS, ILL.

1900-1901



## Calendar for 1901-1902.

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### 1901

FALL TERM BEGINS.....WEDNESDAY, SEPT. 4

Entrance Examinations,.....Wednesday, Sept. 4

Term Examinations,....Monday and Tuesday, Nov. 11 and 12

FIRST WINTER TERM BEGINS.....WEDNESDAY, NOV. 13

Annual Bible Institute,.....Dec. 22-31

Holiday Vacation begins.....Tuesday, Dec. 24

### 1902

Holiday Vacation ends.....Wednesday, Jan. 1

Term Examinations,....Monday and Tuesday, Jan. 20 and 21

SECOND WINTER TERM BEGINS.....WEDNESDAY, JAN. 22

Term Examinations,..Monday and Tuesday, March 24 and 25

SPRING TERM BEGINS.....WEDNESDAY, MARCH 26

Term Examinations,....Thursday and Friday, May 29 and 30

Elocution and Music Commencement, .....

.....Thursday evening, May 29

Sharer Contest, Philorhetorian,.....Friday evening, May 30

Annual Contest, Amphictyon,.....Saturday evening, May 31

Convocation,.....Sunday, June 1

Bible and Missionary,....11 A. M.

Baccalaureate Sermon, 7: 30 P. M.

Class and Alumni Day,.....Monday, June 2

Commercial Commencement,.....Monday evening, June 2

General Commencement,.....Tuesday, June 3

Alumni Reception,.....Tuesday evening, June 3

# ORGANIZATION.

## TRUSTEES.

D. L. MILLER,	-	-	-	-	Mount Morris, Ill.
JOS. AMICK,	-	-	-	-	Elgin, Ill.
J. G. ROYER,	-	-	-	-	Mount Morris, Ill.
A. L. CLAIR,	-	-	-	-	Mount Morris, Ill.
G. E. WEAVER,	-	-	-	-	Mount Morris, Ill.
EPHRAIM TROSTLE,	-	-	-	-	Mount Morris, Ill.

## Officers.

D. L. MILLER,	-	-	-	-	President
A. L. CLAIR,	-	-	-	-	Secretary

## CONFERENCE TRUSTEES.

CLARENCE W. LEHMAN,	-	-	-	Franklin Grove, Ill.
DAVID ROWLAND,	-	-	-	Lanark, Ill.
WM. LAMPIN,	-	-	-	Polo, Ill.
D. L. MILLER,	-	-	-	Mount Morris, Ill.
A. L. CLAIR,	-	-	-	Mount Morris, Ill.

## CONFERENCE VISITORS.

ELDER P. R. KELTNER,	-	-	-	Sterling, Ill.
ELDER DAVID ROWLAND,	-	-	-	Lanark, Ill.
ELDER FRANK MYERS,	-	-	-	Mount Carroll, Ill.

## OFFICERS OF LECTURE BOARD.

O. R. MYERS,	-	-	-	President
M. W. EMMERT,	-	-	-	Secretary
W. L. EIKENBERRY,	-	-	-	Treasurer

## OFFICERS OF ALUMNI ASSOCIATION.

W. L. EIKENBERRY,	-	-	-	President
LUCIA McCOSH,	-	-	-	Secretary

## FACULTY.

J. G. ROYER, Pres.,  
Moral Philosophy.

O. R. MYERS, Sec. of Faculty,  
English and Modern Languages.

H. M. HAYS,  
Greek and Latin.

G. W. FURREY,  
Mathematics, Astronomy and Political Economy.

W. L. EIKENBERRY,  
Science.

MRS. FLORA E. TEAGUE,  
Orthography and Letter Writing.

MISS JOSEPHINE ROYER,  
Elocution and Physical Culture.

M. W. EMMERT,  
English Grammar and Descriptive Geography.

G. E. WEAVER,  
Penmanship and Drawing.

J. F. SOUDERS,  
U. S. History and Debating.

MISS LUCIA McCOSH,  
Piano, Harmony and History of Music.

MISS MYRTLE ROYER,  
Vocal Music and Voice.

*Morant Morris, Ill.*

# FACULTY.

*Continued.*

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## COMMERCIAL.

A. L. CLAIR, .....	Principal Bookkeeping, Banking and Commercial Law.
MRS. FLORA E. TEAGUE, .....	Shorthand and Typewriting
G. W. FURREY, .....	Arithmetic and Political Economy
M. W. EMMERT, .....	English Grammar
W. L. EIKENBERRY, .....	Civil Government
W. W. FIKE, .....	Penmanship
W. A. DULL, .....	Assistant in Actual Business
S. F. ROTHROCK, L. A. FINK, .....	Assistants in Bookkeeping

## ART DEPARTMENT.

G. E. WEAVER, .....	Principal Pen Art, Sketching and Crayon.
W. W. FIKE, .....	Assistant in Pen Art and Drawing
MISS MYRTLE ROYER, .....	Oil, Water Color and Pastel

## BIBLE DEPARTMENT.

(See page 21)

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W. L. EIKENBERRY, .....	Librarian
A. W. ROSS, .....	Assistant Librarian
CHAS. KELTNER, .....	“ “
MISS JOSEPHINE ROYER, .....	Superintendent of Ladies' Hall



## COLLEGE LECTURE COURSE

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### For 1900-1901

DR. A. A. WILLITS,	-	-	-	-	-	Sunshine
REV. ROBERT MCINTYRE,	-	-	-	-		Abraham Lincoln
DR. THOMAS DIXON,	-	-	-	-	-	Backbone
DEWITT MILLER,	-	-	-	-		The Uses of Ugliness
PROF. THOS. H. DINSMORE,	-	-				A Wonderful Structure

### For 1901-1902

MAUDE BALLINGTON BOOTH,	-	-	-	-	-	-
-	-	-	-	-	Lights and Shadows of Prison Life	
SENATOR CHAS. A. TOWNE,	-	-	Lorenzo the Magnificent			
DR. N. M. WATERS,	-	-	-	-	-	-
-	-	-	Virginia Worshiping at New England Shrines			
MONTEVILLE FLOWERS,	-	-	-	-	-	Ben Hur
DR. ROBERT NOURSE,	-	-	-	(Subject not selected)		

## EXPENSES.

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(Tuition herein given is for Seminary, Academic and Commercial Departments only. The special tuitions are given under the special departments.)

Tuition, one year (38 weeks), in advance,.....	\$ 35 00
Tuition for a single term or part of a term, per week,.....	1 00
Tuition for two consecutive terms, five per cent discount from single term rates; three consecutive terms, eight per cent.	
Board, per year (38 weeks), in advance,.....	66 00
Board for single term or part of a term, per week,.....	2 00
Board for two consecutive terms, per week, in advance,.....	1 85
Tuition, Board, Room, Fuel and Incidental Fee, one year, in advance,.	131 50
Room, per week,.....	50
Fuel, Fall or Spring Term, each, .....	1 50
Fuel, Winter Terms, each, .....	4 50
Fuel, per year (38 weeks),.....	10 00

### NOT INCLUDED IN THE ABOVE.

Incidental Fee, per Term, for those rooming in, .....	50
Incidental Fee, per Term, for those rooming out,.....	1 00
Holiday Vacation Board and Fuel,.....	3 00
Diploma Fee, Academic Department and Commercial,.....	1 50
Diploma Fee, Seminary Department,.....	3 00

Those students not taking full work in the above courses will be charged one-third tuition for one study and two-thirds for two studies. Bookkeeping is equivalent to two studies. In case of sickness, tuition will be refunded if the student is absent two weeks; no allowance is made for less than two weeks' absence.

### Self-Board.

We have a limited number of well-furnished rooms for students desiring to board themselves, thereby covering their year's expenses with \$90 to \$95. We have also made arrangements for a limited number of good students to board in clubs.

Write for particulars. Address:

MOUNT MORRIS COLLEGE,  
MOUNT MORRIS, ILL.

# Courses of Study.

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Following are given the courses of study with such explanation as is deemed necessary.

## PREPARATORY YEAR.

Students of any degree of advancement are admitted. Persons who have not had an opportunity to secure an education while young, entering here find others of their age and advancement already in these classes. Private as well as class instruction is given.

FIRST TERM,	Arithmetic	Elocution	Orthography	Penmanship	Vocal Music and Drawing
SECOND TERM,	Arithmetic (Mental)	Grammar	U. S. History	Descriptive Geography	Letter Writing (2 hrs.) Debating (1 hr.)
THIRD TERM,	Arithmetic	Grammar	U. S. History	Descriptive Geography	Composition (2 hrs.)
FOURTH TERM,	Arithmetic	Grammar	Bible Geography	Elocution	

The work of this year is preparatory to all the courses given in the several departments of the college. Its purpose is to give the student a thorough knowledge of the fundamental principles of the branches studied, thus laying a careful foundation for successful study of the more advanced subjects. Students often fail in their effort to get a higher education simply because their elementary training has been inefficient. Great care is taken to have each student well grounded in elementary knowledge.

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## TEACHERS' NORMAL COURSE.

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This course offers superior facilities for the thorough preparation of teachers. The course is intended first, for persons having a very ordinary common school education, who desire to prepare themselves thoroughly and practically to teach in country schools; second, for persons of higher attainments who have had some experience in teaching and who desire such further preparation as will enable them to fill positions in high schools. There is a constantly growing demand for teachers of true professional teaching ability. Those seeking preparation of such a character will find their needs met in the course here offered.

*Mount Morris College.*

## THREE YEARS' COURSE.

FIRST YEAR, same as Preparatory Year.

## SECOND YEAR.

FIRST TERM,	Essentials of Study	Sentence Analysis	Civil Government	Moral Science
SECOND TERM,	Algebra	General History	Physiology	Political Economy
THIRD TERM,	Algebra	General History	Physiology	Vocal Music
FOURTH TERM,	Algebra	General History	Physical Geography	Drawing

## THIRD YEAR.

FIRST TERM,	Algebra	Hist. of Education	Rhetoric	Zoology
SECOND TERM,	Physics	Psychology	Rhetoric	Zoology
THIRD TERM,	Physics	Psychology	Rhetoric	Botany
FOURTH TERM,	Physics	Pedagogy	Rhetoric and Literature	Botany

This course has been carefully graded to meet all the requirements of a state certificate with each year's work practically complete in itself. This enables the student to complete any part of the course, receive credit for it, drop out to teach, and on returning, complete the course and receive his diploma.

One additional year's work will complete the English Scientific course (p. 7), which fills every requirement for admission to the corresponding course in any of our leading colleges.

Students bringing grades from established educational institutions or from county superintendents receive proper credit for same.

## ACADEMIC DEPARTMENT.

This department affords thorough preparation for college, for business, and for the profession of teaching. It aims to bring within the reach of every one a preparation leading to that broader scholarly culture which has always been indispensable to the highest success in professional life, and is daily becoming more necessary to the rightful discharge of the common duties of citizenship. In this department three courses are maintained, each requiring four years for its completion. These courses are preparatory to the corresponding courses in college, and fill every requirement for admission to a first-class college with no waste of time or needless study.

## COURSES.

## CLASSICAL—FOUR YEARS.

FIRST YEAR, same as Preparatory, page 9.

## SECOND YEAR.

FIRST TERM,	Latin Lessons	Sentence Analysis	Essentials of Study	Civil Government
SECOND TERM,	Latin Lessons	General History	Algebra	Physiology
THIRD TERM,	Latin Lessons	General History	Algebra	Physiology
FOURTH TERM,	Latin Selections	General History	Algebra	Physical Geography

THIRD YEAR.

FIRST TERM,	Latin Selections	Greek Lessons	Algebra	Rhetoric
SECOND TERM,	Cæsar	Greek Lessons	Physics	Rhetoric
THIRD TERM,	Cæsar	Greek Lessons	Physics	Rhetoric
FOURTH TERM,	Cicero	Xenophon	Physics	Rhetoric and Literature

FOURTH YEAR.

FIRST TERM,	Cicero	Xenophon	Geometry	Zoology
SECOND TERM,	Virgil	Xenophon	Geometry	Zoology
THIRD TERM,	Virgil	Xenophon	Geometry	Botany
FOURTH TERM,	Virgil	Homer	Literature	Botany

LATIN-SCIENTIFIC—FOUR YEARS.

FIRST YEAR, same as Preparatory, page 9.

SECOND YEAR.

FIRST TERM,	Latin Lessons	Sentence Analysis	Essentials of Study	Civil Government
SECOND TERM,	Latin Lessons	General History	Algebra	Physiology
THIRD TERM,	Latin Lessons	General History	Algebra	Physiology
FOURTH TERM,	Latin Selections	General History	Algebra	Physical Geography

THIRD YEAR.

FIRST TERM,	Latin Selections	Rhetoric	Algebra	Zoology
SECOND TERM,	Cæsar	Rhetoric	Physics	Zoology
THIRD TERM,	Cæsar	Rhetoric	Physics	Botany
FOURTH TERM,	Cicero	Rhetoric and Literature	Physics	Botany

FOURTH YEAR.

FIRST TERM,	Cicero	German	Geometry	Chemistry
SECOND TERM,	Virgil	German	Geometry	Chemistry
THIRD TERM,	Virgil	German	Geometry	Literature
FOURTH TERM,	Virgil	German	Astronomy	Literature

ENGLISH-SCIENTIFIC—FOUR YEARS.

FIRST YEAR, same as Preparatory Year.

SECOND YEAR.

FIRST TERM,	Essentials of Study	Sentence Analysis	Civil Government	Moral Science
SECOND TERM,	Algebra	General History	Physiology	Polit. Economy
THIRD TERM,	Algebra	General History	Physiology	Vocal Music
FOURTH TERM,	Algebra	General History	Phys. Geog.	Drawing

THIRD YEAR.

FIRST TERM,	Algebra	Hist. of Education	Rhetoric	Zoology
SECOND TERM,	Physics	Psychology	Rhetoric	Zoology
THIRD TERM,	Physics	Psychology	Rhetoric	Botany
FOURTH TERM,	Physics	Pedagogy	Rhet. and Lit.	Botany

FOURTH YEAR.

FIRST TERM,	History of Literature	German	Geometry	Chemistry
SECOND TERM,	Literature	German	Geometry	Chemistry
THIRD TERM,	Literature	German	Geometry	Geology
FOURTH TERM,	Literature	German	Astronomy	Geology

## SEMINARY DEPARTMENT.

The object of this department is to meet the wants of young people who desire a course between the academic and the university course. Those who complete a seminary course are prepared to enter the Junior class of the corresponding course in any of the leading universities.

### COURSES.

#### CLASSICAL—TWO YEARS.

##### FIRST YEAR.

FIRST TERM,	Cicero	Lysias	Trigonometry	Rhetoric
SECOND TERM,	Livy	Homer	Trigonometry	Rhetoric
THIRD TERM,	Livy	Homer	Algebra	Literature
FOURTH TERM,	Tacitus	Plato	Algebra	Literature

##### SECOND YEAR.

FIRST TERM,	Terence	Herodotus	German	Biology
SECOND TERM,	Horace	Thucydides	German	Biology
THIRD TERM,	Horace	Xenophon or Analytics	German	Biology
FOURTH TERM,	Latin Selections	Demosthenes or Analytics	German	Biology

#### LATIN-SCIENTIFIC—TWO YEARS.

##### FIRST YEAR.

FIRST TERM,	Cicero	German	Trigonometry	Rhetoric
SECOND TERM,	Livy	German	Trigonometry	Rhetoric
THIRD TERM,	Livy	German	Algebra	Literature
FOURTH TERM,	Tacitus	German	Algebra	Literature

##### SECOND YEAR.

FIRST TERM,	Terence	French	History	Biology
SECOND TERM,	Horace	French	History	Biology
THIRD TERM,	Horace	French	Analytics	Biology
FOURTH TERM,	Latin Selections	French	Analytics	Biology

#### ENGLISH-SCIENTIFIC—TWO YEARS

##### FIRST YEAR.

FIRST TERM,	Rhetoric	Trigonometry	German	Biology
SECOND TERM,	Rhetoric	Trigonometry	German	Biology
THIRD TERM,	Literature	Algebra	German	Biology
FOURTH TERM	Literature	Algebra	German	Biology

##### SECOND YEAR.

FIRST TERM,	History	French	German	Botany or Zoology
SECOND TERM,	History	French	German	Botany or Zoology
THIRD TERM,	Analytics	French	German	Literature
FOURTH TERM,	Analytics	French	German	Literature



# TEXT-BOOKS IN USE.

## ENGLISH.

Orthography,.....Ernest  
 Letter Writing,.....Ernest  
 Elocution,.....Blood & Riley  
 Grammar,.....Whitney & Lockwood  
 Grammar,.....Whitney's Essentials  
 Rhetoric, Academic.....  
                                 Scott and Denny  
 Rhetoric, College,.....Genung  
 English Literature,.....Painter  
 American Literature.....Painter

## LATIN.

Grammar,.....Bennett  
 First Book,.....Collar & Daniell  
 Junior Latin,.....Rolfe & Dennison  
 Cicero (Orations),.....Kelsey  
 Prose,.....Bennett  
 Virgil,.....Greenough & Kittridge  
 Livy,.....Greenough & Peck  
 Cicero,.....Kelsey  
 Tacitus,.....Hopkins  
 Terence,.....Elmer, Rolfe  
 Horace,.....Smith  
 Selections,.....Arrowsmith & Peck

## GREEK.

Grammar,.....Goodwin  
 First Book,.....White  
 Anabasis,.....Goodwin  
 Prose,.....Jones  
 Iliad,.....Seymour  
 Lysias,.....Morgan  
 Odyssey,.....Perrin & Seymour  
 Plato,.....Dyer  
 Herodotus,.....Johnson  
 Thucydides,.....Morris

## GERMAN.

Grammar,.....Joynes-Meissner  
 Brown's Colloquial German.....  
 Märchen und Erzählungen.....  
 Altes und Neues.....  
 Auf der Sonnenseite.....  
 Schiller's Wilhelm Tell.....  
 Schiller's Die Jungfrau von Orleans  
 Goethe's Hermann und Dorothea ....

Lessing's Minna von Barnhelm.....  
 Lessing's Nathan der Weise,.....

## FRENCH.

Grammar,.....Grandgent  
 Reader,.....Van Daell  
 L'Abbé Constantin,.....Halevy  
 La Mare au Diable,.....Sand  
 Plays,.....

## MATHEMATICS.

Arithmetic, Mental,.....Brooks  
 Arithmetic, Academic,.....Wells  
 Arithmetic, Higher,..Beman & Smith  
 Algebra,.....Smith  
 Algebra, College,.....Smith  
 Geometry,.....Beman & Smith  
 Trigonometry,.....Bowser  
 Analytic Geometry,.....Loney  
 Calculus,.....Osborne

## SCIENCE.

Physical Geography,.....Davis  
 Geology,.....Tarr  
 Physiology,.....Overton  
 Physics,.....Wentworth & Hill  
 Botany,.....Bergen  
 Chemistry,.....Williams  
 Zoology,.....Jordan  
 Zoology, College,.....Packard  
 Structural Botany,.....Bessey  
 Mineralogy,.....Dana  
 Biology,.....Parker  
 Astronomy,.....Young  
 Psychology,.....Hallack

## HISTORY.

United States,.....Montgomery  
 English,.....Montgomery  
 General,.....Myers  
 Of Education,.....Comparéy  
 Of Literature,.....Brooke  
 Civil Government,.....Fiske  
 Pedagogy,.....Comparéy

## UNCLASSIFIED.

Descriptive Geography,.....Frye  
 Political Economy,.....Walker

# Departments of Instruction.

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The instruction in the class-room is thorough and practical. The most approved methods are employed in testing the student as to the preparation he has made. The aim is first, to lead the student to think closely, accurately and continuously, and second, to make each recitation a practical lesson in the art of teaching.

## English.

*English Grammar.*—Three terms of the first year are given to a critical study of the essentials of English Grammar placing stress upon the parts of speech. A thorough course of Sentence Analysis and classification is given during the first term of the second year.

*Rhetoric.*—The third year, so far as English is concerned, is devoted to the study of the Elements of Rhetoric, to composition work, and to collateral reading from easy American and English literature. In the first part of the year stress is placed upon Rhetoric and in the latter part upon Literature while composition work receives its due attention throughout the whole year, originality being the watchword.

*Literature.*—The aim is to lead the student to appreciate and appropriate the moral and spiritual uplift found embodied in literature. As an aid to this end three lines of work are pursued collaterally: (1) careful critical reading and analysis in class; (2) careful reading and analysis by student for formal examination; (3) rapid reading of easy prose for review and composition work. These several lines pursued collaterally enable the student to learn a great deal about a number of selections and to know something about many other selections. It develops his desire not only for depth but also for breadth of literary knowledge. Selections from the leading American and English authors are used in the courses. Incidentally, as helpful and as sometimes needful, Biography, History of Literature and even Civil History are dwelt upon.

*Psychology.*—The purpose in the study of this subject is to put the student in possession of a knowledge of the nature of mind activity, in general, and enable him to discover the laws and principles by which the mind is led in its unfolding processes.

*Moral Science.*—Here are considered the nature and grounds of moral obligation, and the rules which ought to determine conduct in accordance with this obligation. The doctrine of man's duty to himself, to his fellowman, and to his God are made prominent in the study of this subject.

*Pedagogy.*—This is properly speaking a study in detail of the institution which has been substituted for the ancient *Paedagogus* who had charge of the



Greek youth. The school will be studied as an objective institution co-ordinating with the church and state in the furtherance of civilization. With a proper ideal of what the school should be the teacher can more fully realize its purpose. Among the topics considered are: the organization of the school, the objects and ends of study, and the means of securing it, the objects and motives of recitation, the nature of the teaching process, the management of the school, and the objects and requisites of recreation.

*History of Education.*—Here will be studied the educational ideal of the human race as exhibited by its best representatives during its entire progress in civilization. The purpose will be not so much to find a standard for imitation as to learn what *has* been, in order that we shall the better be able to judge what *ought* to be.

### Ancient and Modern Languages.

*Greek.*—The course of study in Greek is intended to introduce the student to the life and the language of the ancient people from whom our culture is so largely derived. Commencing with thorough work in the grammar, the student proceeds to the prose of Xenophon, then to the heroic verse of Homer. Constant attention is given to forms and syntax. Composition is studied with the reading of Xenophon. In the study of Homer, attention is given to Prosody and the difference between Attic and Epic Greek.

*Latin.*—The Latin Lessons aim to give thorough drill in the forms, syntax and idioms of the language. The Lessons are followed by easy "Selections" from interesting writers. In the reading of Cæsar special attention is given to Roman warfare. The "Selections" and Cæsar are equivalent to four books of Cæsar. Six orations of Cicero are read; studies in Roman government are a part of the work. The reading in Virgil consists of six books with studies in Mythology. Prose Composition continues throughout the course. The student is given thorough instruction in the principles of the language and is put in touch with the sturdy and cultured Romans.

*German.*—The chief aim in the course in German is to make the student so familiar with the language that he will be enabled to read classical literature with some degree of ease. During the first part of the course daily practice in translating English into German is made a special feature of the work. The last part is devoted to the reading of a classical play. Reading at sight is also practiced, and there are regular exercises in conversation.

### Mathematics.

Under the head of Mathematics there are given eleven terms' work, one to Mental Arithmetic, three to Practical Arithmetic, four to Algebra, and three to Geometry. The Mathematics is the same in the Classical, Latin-Scientific and Scientific courses. The different branches of mathematical science have a twofold object,—that of disciplining the mind and that of practically applying the principles to the different occupations, arts and sciences.

*Mental Arithmetic.*—The work in this subject is an introductory to practical, and is intended to give a thorough drill in Arithmetical Analysis in all the operations with fractions and percentage.

*Practical Arithmetic.*—is found in the two winter terms and the spring term of the first year. The two winter terms are devoted to a thorough treatment of the Metric System, Ratio and Proportion, and all the operations with Percentage. The spring term's work will embrace a discussion of the Properties of Numbers, Roots, with applications, Mensurations and Series. Entrance examinations for the purpose of classification will be given to all students wishing to enter these classes, and classes will be formed each term to meet the wants of such students who are not ready to enter the regular work.

*Algebra.*—is treated as the *science of the equation*, but of course is preceded by work in Literal Arithmetic—also styled Algebra by most authors. The first objective point is to teach the student to reason with literal numbers, and thus see the advantages of algebraic methods. The theory of Exponents—both integral and fractional—is dealt with from the first. Having mastered all the primary operations, the student gives his attention to the solution of Equations. The *application* of Logarithms is taught so that Exponential Equations may be solved, but the explanation of the theory is left to College Algebra. Many problems from different texts are given to stimulate the student to perform original investigation. The student who has completed an elementary course in Algebra will find he is none too proficient to undertake this course of one year.

*Geometry.*—The course in this subject includes Plane and Solid Geometry, with a number of lessons on Conic Sections. But two terms—fall and winter of the Senior year—are spent on this branch, and the student must be proficient in all previous work to complete this course. Geometrical drawing is given the prominent place it deserves. Each member is required to draw, in ink, between thirty and forty Geometrical problems, and make paper models of the regular solids. Besides these, numerous other original problems are given to stimulate accuracy and originality of thought. The requirements to enter Geometry are: the previous courses in Arithmetic and Algebra, and one term's Industrial Drawing.

### Astronomy.

This subject is given the spring term of the Senior year—the last term of the Preparatory course, that the student may bring into use all his acquired mental power, and obtain a more accurate conception of the plan of the universe. A knowledge of Physics, Drawing, and Solid Geometry, including Spherical Geometry, is required to enter the class. A text-book is used which gives full information on Descriptive Astronomy, and treats the subject mathematically as far as the knowledge of the student permits. Numerous outside problems are given. Astronomy by observation is given special attention, whenever possible.





A CAMPUS VIEW WHEN THE BUDS ARE UNFOLDING.



## Drawing.

The term's work in Drawing required to enter the Classical and Latin-Scientific courses is identical with the first of the two terms required in the Scientific course. The object of Industrial Drawing is to cultivate accuracy, neatness, taste, form, arrangement, symmetry; also to aid directly the studies of Geometry, Astronomy, Botany, Zoology, Physics. In the main Free-hand Drawing is insisted upon throughout.

## Sciences.

*Descriptive Geography.*—A general outline is given of the physical features and resources of the various countries, their peoples and governments; and much stress is placed upon commercial relations.

*Physical Geography.*—The main object is to present to the student a general outline of Physical Geography, which, by its simplicity and conciseness, shall be suited to the amount of general information he is expected to possess, as well as the limited time available for this study in the course.

*Geology.*—A thorough study is made of physiographic, lithological, dynamical and historical geology. The student is encouraged to make himself thoroughly familiar with the neighboring outcroppings, and learn to distinguish and classify by frequent reference to the College Cabinet, and to this end he is required to form a cabinet for himself of at least sixty-five specimens, each specimen being carefully classified and labeled.

*Botany.*—In Botany the greater part of the time is devoted to the study of the general anatomy and physiology of flowering plants. Simple chemical tests are made for different structures and tissues. Physiological processes are demonstrated by simple experiments. The remainder of the time is devoted to a systematic study of the local phanerogamous flora. Each student is required to classify and mount a considerable number of specimens. Laboratory work, including recitations, ten hours per week.

*Zoölogy.*—The work in Zoölogy is largely of a practical nature. Typical forms, both vertebrate and invertebrate, are studied and dissected by each member of the class, and sketches made of the results of the dissections. As further practical work, subjects are assigned to the members of the class, and carefully prepared essays are required embodying their independent observations. Laboratory work, including recitations, ten hours per week.

*Physiology.*—The work in the text-book is supplemented by lectures and demonstrations. The fact is constantly kept in mind that a thorough understanding of the anatomy of each part is the first thing to be gained. Constant use is made of the skeleton and the manikin. Physiology and hygiene are then studied, special consideration being given to the latter subject for the benefit of those who intend to teach.

*Chemistry.*—The Chemical Laboratory is supplied with the necessary chemicals and apparatus for a thorough course in general chemistry. The class spends ten hours per week in laboratory work, together with recitations and instruction by lectures.

*Physics.*—The work consists chiefly of recitations from the text-book. The laboratory is supplied with suitable apparatus, so that all points in the lesson are illustrated by experiments performed before the class. In addition to this a certain amount of experimental work is required from each student.

### History.

*United States History.*—The course is thorough and practical, covering the entire field, giving the student not only the facts about events but also their causes, enabling him to see in one survey the growth of our national institutions and the forces that held the moulding power.

*General History.*—This course gives the student a glimpse at the history of nations. Only the more important events are studied by which the student may notice the epoch-making forces in national life. The foundation is laid for advanced work. A text-book is used as a basis for class work but collateral readings upon special topics are assigned by the teacher.

*Civil Government.*—The object is to develop the student's power of reasoning in governmental affairs and show his individual responsibility to the State. The Constitution of the United States is carefully considered historically and then analyzed in detail. This is followed by an outline and a discussion of the State constitution.

*Political Economy.*—This subject is treated as embracing the three branches: Science of Value, Social Economy and National Economy. The student is trained to determine the natural laws which regulate Values, Demand and Supply, Capital and Labor, the principles of Division of Labor, Use of Money, etc. Students are led to think for themselves by discussions involving all the issues bearing upon the different topics. One essay on some practical theme is required of each student.

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## SEMINARY.

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### Ancient and Modern Languages.

*Greek.*—During the Freshman year the following works are read—Orations of Lysias, as forming a model of pure Attic style; six books of the *Odyssey*, and the *Apology* and *Crito* of Plato. Exercises in Greek writing continue through half the year. The Sophomore year consists of selections from the histories of Herodotus and Thucydides, two books of Xenophon's *Memorabilia* and several of the orations of Demosthenes. Constant drill is given in the important principles of syntax. A cursory view is sought of the department of Greek literature which these authors represent. Studies in Greek life and history are an important part of the work.

*Latin.*—The Freshman year consists of reading two of the minor philosophical works of Cicero, two books of Livy, and the *Germania* and *Agricola* of Tacitus. Special stress is laid on etymology, syntax and history. Latin

writing accompanies the reading of Livy. In the Sophomore year the student reads two plays of Terence, the Odes and Epodes of Horace and selections from several of the best authors. The aim of the Seminary work is to give the student a thorough understanding of the language and facility to translate into good idiomatic English. In connection with the study of Horace instruction in Latin metres will be afforded. Sight translation continues throughout the course. Studies in antiquities and literature are taken up with the different authors read.

*French.*—The earlier portion of the course is devoted to a thorough study of forms, especially of the irregular verb, based on Whitney's Grammar. At as early a stage as possible, exercises in translation are introduced. In this connection a careful study is made of the more common idioms. Regular exercises in composition are required. In reading French, selections from contemporaneous writers are employed, in order to familiarize the student with the French of to-day and prepare him for the reading of current literature.

*German.*—The work of the Academic Department has, it is presumed, prepared the student for rapid and intelligent reading and he is introduced to Classical German as represented by Goethe, Schiller and Lessing. Modern Prose with sight reading and exercises in conversation and in writing German are required as in the Academic course. Some attention will be given to the History of German Literature. The course will aim to give the student mastery of the language so that he can read it with profit and pleasure.

### English.

*Literature.*—With the same aim as in the Academic work and pursuing much the same method, the work in the Seminary purposes to furnish the student a comprehensive view of the entire field of English Literature. Much collateral reading will supplement the lectures and class room discussions. Critical reviews requiring original work on the part of the student will be one phase of the work throughout the courses which are as follows:

FIRST TERM.—English Literature before Shakespeare.

SECOND TERM.—From Shakespeare to Dryden.

THIRD TERM.—From Dryden to Browning.

FOURTH TERM.—American Authors.

*Rhetoric.*—The theory of Rhetoric will be presented and will be accompanied by practical exercises illustrating and applying the principles taught. Special attention will be given to the four processes in discourse and the fundamental elements necessary to a clear, graceful, and forceful expression of thought.

*English History.*—Two terms of the Sophomore year are given to English History. The student will study not only the history of our mother country thoroughly but he will also learn much about the formation of the English language and literature.

### Mathematics.

The work offered in mathematics is the same in each of the three courses. The double object of giving mental discipline and becoming acquainted with its practical applications, holds here as well as in the Academic course. In this practical age its value can hardly be overestimated when it is remembered that its principles underlie nearly all the great works and enterprises of modern civilization. The subjects offered are usually classed under Pure Mathematics, but the idea of their practical application is given due prominence.

*Trigonometry.*—This branch extends through the fall and first winter terms. Plane and Spherical Trigonometry are studied with special reference to the development of the theory and demonstrations of all formulæ which are to be used further in the course.

*College Algebra.*—The remaining half year is devoted to College Algebra. The subjects treated are those not studied in Academic Algebra, and include: Indeterminate Equations, Variation; Convergency and Divergency of Series, Undetermined Coefficients, Logarithms (theory alone, applications having been given in Academic Algebra), Permutations, Probability, Determinates, and especial attention to the theory and solution of Higher Equations.

*Analytic Geometry.*—This subject is treated the last half of the Sophomore year. The straight line, the parabola, the hyperbola, and the most important Higher Plane Curves are carefully considered. Some time is spent on Geometry of three dimensions. Accurate drawing of special curves with the aid of cöordinate paper are required, and the fundamental principles of Graphic Algebra explained.

### Biological Sciences.

*Elements of Biology.*—This course includes a study of typical species of plants and animals. The student is also required to make himself familiar with simple methods of staining, embedding in paraffine, cutting sections with the microtome, etc. Laboratory work ten hours per week. Lectures additional.

*Zoölogy or Botany.*—This work must be preceded by the course, Elements of Biology, given during the Freshman year. Laboratory work ten hours per week. Lectures additional.



# BIBLE DEPARTMENT.

## INSTRUCTORS

J. G. ROYER,.....	Moral Science and Homiletics
O. R. MYERS,.....	Psychology and General History
FLORA E. TEAGUE,.....	Old Testament History and Life of Christ
J. F. SOUDERS,.....	Bible Geography and Church History
JOSEPHINE ROYER,.....	Elocution and Hymn Reading
G. E. WEAVER,.....	Lesson Illustrating, with Chalk and Pencil
MYRTLE ROYER,.....	Sacred Music

The purpose in view in this department is to promote Bible study among young people. We hold that every young man and woman should be encouraged to make the Bible central in his reading and study. The English Bible is not only the greatest classic in our literature, but it also touches and crowns all other branches of knowledge, helping one to appreciate that which is best in all. Bible study brings one in touch with the most earnest and self-sacrificing spirits of this and every other age, and is therefore the most potent means for the development of noble Christian character.

The work with us is *many-sided*, including religious devotion, instruction and study, home and foreign mission work, practical pastorate duties, Sunday school management, and methods of *soul-winning* as employed in the various lines of Christian work. A carefully arranged course is offered to all who desire to make the Bible a major study in their school work. Each year's work is practically complete in itself, and the student may take all or such a part of the course as is best adapted to his special wants, possibilities, and the time he may be able to devote to the work.

## COURSE—THREE YEARS.

### FIRST YEAR.

FIRST TERM,	Bible Geography	Elocution	Arithmetic (Mental)	Vocal Music	Penmanship
SECOND TERM,	S. S. Normal	Grammar	Arithmetic	U. S. History	Drawing
THIRD TERM,	Missions	Grammar	Arithmetic	U. S. History	Des. Geography
FOURTH TERM,	N. T. Exegesis	Grammar	Arithmetic	Elocution	Hymn Reading

### SECOND YEAR.

FIRST TERM,	Life of Christ	Essentials of Study	Sentence Anal.	Civil Governm't
SECOND TERM,	Life of Christ	Algebra	General History	Physiology or Homiletics
THIRD TERM,	Passion Week	Algebra	General History	Physiology or Homiletics
FOURTH TERM,	Church History	Algebra	General History	Phys. Geography

### THIRD YEAR.

FIRST TERM,	Moral Science	Rhetoric	Algebra	N. T. Greek or Zoology
SECOND TERM,	Psychology	Rhetoric	Physics	N. T. Greek or Zoology
THIRD TERM,	Psychology	Rhetoric	Physics	N. T. Greek or Botany
FOURTH TERM,	Pedagogy	Rhetoric and Literature	Physics	N. T. Greek or Botany

It is a demonstrated fact that the work of the student at school is not so much to acquire a knowledge of the Bible as it is to learn *how* to study it. The study of the several books of the Bible is the work of a lifetime. The purpose of the student at school is to ascertain where knowledge is and how to secure it. Such opportunities are afforded the student of this department of our college.

*By Correspondence.*—A careful test of Bible teaching by correspondence has proved the method a success. It is the only practicable plan of reaching the thousands of scattered students who find it impossible to attend Bible institutes, and who are able to give but a brief time each day to the study of the Word.

By the correspondent method the student is brought into direct contact with a competent teacher of the Bible. It is true the student does not *see* his teacher, does not hear his voice, but he has the advantage of a competent teacher's experience in dealing with difficulties which often prove insurmountable to the otherwise unaided student. It also fixes his attention upon the Bible as his text book, rather than upon books about the Bible. It obviates the difficulty of remoteness by bringing the Bible school into the home of the student, thus sparing him much expense. All who may be interested in Bible study are invited to write for particulars.

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## ELOCUTION AND ORATORY.

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*The Aim.*—The first aim is to develop the entire person, body, mind and heart, for the measure of a speaker's power is first and foremost the measure of his manhood. The next is to enable the student to convey his thoughts, feelings and convictions to others.

*The Method.*—"The first work is to teach a man's body to serve his soul."—*Beecher.* The only means of expression is the body and the voice. These, then, must receive careful training that they may be free to express what the soul feels. The *source* of expression is the soul, and the truth to be expressed must be held before the mind till the feelings are aroused. No one can teach the soul *how* to express. It is taught of God. The work of the teacher is to awaken the soul to see and feel, and to make the body free.

*Physical Culture.*—The most gratifying results have been obtained by the careful practice of the Emerson Physical Exercise. Hundreds have been improved in general health, and many cured of dyspepsia, nervousness and insomnia. These exercises are of special advantage to students, giving not only health but grace, and rendering the entire muscular system responsive to thought, feeling and purpose.

*Voice Culture.*—Says an eminent divine: "I believe that every man should train his voice and body under some system of Elocution. First, for the health it affords. Second, for its educating effects. Third, for the advantage it gives a man over others for usefulness." What accomplishment is more delightful or helpful than a sweet, expressive voice? This is within reach of every per-

son, and the careful daily practice of the exercises given will accomplish this in every case.

*Articulation.*—Frequent exercise is given to secure freedom of the articulating organs. For beauty of speech the mental process is employed, making this part of the work of great interest. For all impediments of speech the discoveries of Prof. Alexander Graham Bell in Vocal Physiology are used.

## COURSE OF INSTRUCTION.

### First Year.

FIRST TERM.—Recitations; Elementary Gesture; Correct Breathing; Physical Culture; Orthography; Anatomy.

SECOND TERM.—Recitations; Imagination and Personality in Rendering; Tone Direction and Articulation; Marching; Exercises to Develop the Form; Grammar; U. S. History; Debating; Anatomy.

THIRD TERM.—Recitations; Relation of Values; Exercises for securing perfect Poise; Tone Direction, Articulation; Grammar; U. S. History; Debating.

FOURTH TERM.—Progressive Steps in Rendering; Sight Reading; Bodily Expression; Responsive Work in Gesture; Training of Ear to recognize Quality and Direction.

### Second Year.

FIRST TERM.—Recitations; Advanced Rendering; Responsive Gesture; Rendering of Shakespeare—Merchant of Venice; Physical Exercises, with special reference to Unity; Formation of Vocal Ideals; Rhetoric.

SECOND TERM.—Recitations; Scenes from Shakespeare's Julius Cæsar; Cuttings from the works of Emerson, Browning and Dickens; Physical Culture; Cultivation of Resonance through Poetic Reading; Rhetoric.

THIRD TERM.—Recitations; Drill Work on Selections from Great Orators; Shakespeare's Romeo and Juliet; Exercises with Dumb Bells and Indian Clubs; Cultivation of Resonance through Poetic Reading; Rhetoric.

FOURTH TERM.—Rendering of Shakespeare's Hamlet; Translation of Gesture at Sight; Bible and Hymn Reading; Volume and Power in Voice; Bodily Expression; Dumb Bells and Indian Club Exercises; English Literature; Recitals.

The text-books used are the same as those used in Columbia School of Oratory Chicago.

### Tuition.

The first and second terms are free to students in the Literary and Bible departments of the College. For special work on the first and second terms, or for the work of the remainder of the Course, classes of not less than six or more than twelve will be formed at \$2.00 per student, per term. These classes are limited in number so as to secure each student an opportunity to recite daily.

# MUSIC DEPARTMENT.

This department has been established for the purpose of affording facilities to pursue the study of music in its different branches. It aims (*a*) to give the student a good foundation for a practical musical education, with special aim to enable him to impart such knowledge to others; and (*b*) to create in the student an inclination for such thorough, conscientious work as shall give breadth of culture to his musical education.

## BRANCHES TAUGHT.

Piano, Organ, Guitar, Voice and Theory are the specialties of the department.

## COURSES OF STUDY.

### PIANO.

NOTE.—Selections only are made from the subjoined list of studies.

### PREPARATORY DEPARTMENT.

Urbach's, Damm's, and Lebert and Stark's piano schools; Mertke, Heller, Koehler, Czerny, Loeschhorn, Matthew's Studies; sonatinas by Clementi, Kuhlau; easier sonatas of Mozart, Dussek, etc.; compositions by Schumann, Ravina, Schmitt, Reinecke, etc. Richter's Harmony.

### TEACHERS' CERTIFICATE CLASS.

(ONE YEAR)

Pupils must pass the required examination before entering this class.

Preludes and Exercises of Clementi; Heller, MacDowell, Cramer studies; Bach's Suites, Bach's Inventions, etc.; sonatas by Clementi, Mozart, Beethoven, and compositions by Weber, Mendelssohn, Schubert, Liszt, Chopin, etc.

A year's work is required in Harmony, Musical History and Science of Music. A concerto will be selected which the members must play creditably at final examination for passing grade. The best player will render it at commencement.

### GRADUATING CLASS

(ONE YEAR)

Tansig's technical studies, Clementi's Gradus; Bach's well-tempered Clavichord, Moscheles' Etudes, Op. 70, Kullak octave studies, Chopin's studies, Beethoven's great sonatas; compositions by Weber, Chopin, Schumann, Liszt, Grieg, Tansig, Brahms, etc., including piano concertos.

Counterpoint, Canon and Fugue.

Composition throughout the year.

This class is also required to render a concerto at final examination.

### THEORY

embraces Notation, Harmony, Counterpoint, Fugue, Composition, History and Science of music. These are of the utmost importance to the student who aspires to become an independent musician.

## GENERAL INFORMATION.

Students are not required to enter a specified class. Those who enter upon the study of music as an accomplishment only, without any expectation of making use of it in a professional way, will be received as private pupils. A thorough and careful system of conservatory instruction will be adhered to, but such students will be exempt from attending the lectures in History and will not be required to pass an examination.

Certificates will be awarded students who complete the Academic or Teachers' Course and Diplomas to those who complete the Graduating Course. Students having completed the Teachers' Course can complete the Graduating Course in one year.

## ENTRANCE.

Students may enter at any time, and may become a member of any particular class by making up the work done by that class prior to their entrance.

## BEGINNERS

are especially welcome. It is always best to begin right. Unless correct fundamental principles are instilled at the outstart, much valuable time must necessarily be lost to overcome bad habits. Rapid progress to high cultivation is assured with proper foundation work. The importance of correct beginning is invaluable. It is for this reason we especially urge students to begin under efficient instructors.

## RECITALS.

A valuable feature in the work with us, is the many opportunities afforded students to appear before the public, not only at regular musical recitals, but also at the weekly meetings of the literary societies.

## VOICE.

Instruction in this course includes Correct Breathing, Distinct Articulation, Application of Words to Music, Exercises for Agility and Flexibility of the Voice, and Scales, Major, Minor and Chromatic. A course in Chorus is provided to meet the needs of those who are beginning the rudiments of music.

## TUITION.

### PIANO OR ORGAN.

Two lessons per week, per school term.....	\$10 00
Two consecutive terms.....	19 00
Three terms.....	27 50
Four terms (one school year).....	36 00

### GUITAR AND MANDOLIN.

Ten per cent discount from piano tuition.

### HARMONY OR COMPOSITION.

Private, same as piano. In class, not to exceed four pupils, two lessons per week, per school term.....	\$ 6 00
Two consecutive terms.....	11 00
Three terms.....	16 00
Per school year.....	20 00

## VOICE.

Private, same as piano. In class, two lessons per week, per school term.....	\$ 5 00
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### USE OF INSTRUMENTS.

Piano or organ, one period each school day, per term.....	\$ 1 00
Student may secure them any number of periods at the same rate.	



# COMMERCIAL.

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Mount Morris Business College offers a thorough modern and practical business training. On entering the College the student is immediately put in business relations with other students, and thus learns business by doing business. This method inspires the student with interest. It develops the sort of self-reliance necessary to secure a good position and hold it.

The courses of study are stronger and more complete than those usually offered by business colleges.

The Shorter Commercial, completed in five to nine months, is thorough and practical. Students completing it receive diplomas recommending them as fully qualified bookkeepers.

The Advanced Commercial meets the growing demand for young men and women who have a desire for a more extended business education than that obtained at ordinary business colleges. This course is very popular among those who are preparing to teach in commercial colleges. Graduates from this course are now very satisfactorily filling positions as principals of business colleges in different parts of the United States.

## COURSES OF STUDY.

### SHORTER.

FIRST TERM,	Arithmetic	Penmanship	Orthography	Bookkeeping
SECOND TERM,	Arithmetic Mental	Grammar	Commercial Law	Bookkeeping
THIRD TERM,	Arithmetic	Grammar	Commercial Law	Bookkeeping
FOURTH TERM,	Arithmetic	Grammar	Elocution	Bookkeeping

### ADVANCED.

FIRST TERM,	Essentials of Study	Sentence Analysis	Civil Government	Moral Science
SECOND TERM,	Physiology	Polit. Economy	Drawing	U. S. History
THIRD TERM,	Physiology	Geography	Banking	U. S. History
FOURTH TERM,	Pen Art	Typewriting*	Banking	Elocution

\* For tuition see page 32.

City Business Colleges require many times the expenditures necessary here. In many of those colleges high prices are charged for fancy, glittering surroundings, which are more to attract the eye of the young student than to afford aid in instruction. Exorbitant prices are charged for books and other materials which, it is claimed, are indispensable. Board is always much more expensive than here.

The Regular Tuition admits the student into the business courses. It also entitles the student to all the classes and privileges of the school, under the general tuition. It is our constant aim to reduce all expenses to the smallest sum possible.

## PREPARATORY DEPARTMENT.

Those who desire to take a complete commercial course, but are not fully qualified to enter the college proper, may study the common English branches. Such students receive special attention in this department, and are prepared, as speedily as possible, to take up the work of the

## THEORETICAL DEPARTMENT.

Here everything that will prove of value to the student when he enters the commercial world is treated in a thorough manner.

*Book-keeping.*—This subject is frequently understood imperfectly by business men and is often taught and practiced simply as an art. But it is a science as well as an art and affords excellent discipline for the mind. It is a very attractive study and occupies a legitimate and important place in the field of knowledge. In its scope all classes of accounts of both Single and Double Entry, and a variety of labor-saving forms adapted to various kinds of business, is included.

*Mental and Commercial Arithmetic* are essential studies in a business course. Under the former, quickness and accuracy are sought after, while under the latter a thorough mastery of the principles of business arithmetic. Special attention is given to rapid methods of addition, short methods of subtraction, multiplication and division, and the shortest and best way of computing interest.

*Commercial Law.*—It is not intended to enter into so exhaustive a treatment of the subject as to make a lawyer of the student, but the aim is to place such safe-guards around his commercial engagements as will enable him to avoid litigation and expensive lawsuits, most of which grow out of ignorance of the easily-mastered principles of law governing business transactions.

*Business Correspondence and Forms.*—The student is required to give special attention to Letter Writing and Composition, and is made familiar with all the forms of Commercial Paper, such as notes, drafts, receipts, checks, bills, deeds, leases, mortgages, etc.

## BUSINESS PRACTICE DEPARTMENT.

On entering this department the student is provided with ample capital and all necessary stationery, books, blanks, documents, etc., incident to the actual work of a merchant. After completing this initiatory course of business practice, and having his books in proper shape, he is advanced to the

## OFFICE AND BANKING DEPARTMENT.

Here he takes charge of the large set of books and performs all of the duties of the several offices. The first he enters is the **Commercial Exchange**. The purpose of this office is to serve as a medium of exchange between the

pupil and all parties except the other business houses. It performs in a manner the function of a clearing house. He next enters the **Transportation Office**. Here the student acts as station agent, receiving goods for shipment, receipting for transportation charges, delivering goods received, making out way bills, etc. Next he is advanced to the **Commission House**, where he gives his entire attention to receiving and selling goods on commission, rendering account sales, etc., after which he takes charge of the **Real Estate Office**. In this office he rents the necessary accommodation for conducting the business in which he is about to engage, or purchases the required real estate. In the one case he receives a lease, in the other a deed. All the real estate business of the department is transacted through this office. It is of such a nature as to give the student a practical knowledge of the various documents and records of the real estate broker.

The **Merchant's Emporium** represents several wholesale firms which furnish merchandise at wholesale and jobbers' rates. The method of book-keeping in this office reduces the labor of account keeping to a minimum, and, although the method is so very simple, it is entirely adequate to the requirements of a thoroughly legal record. It is very popular among leading wholesale firms. Lastly the student enters one of the **College Banks**. Here exactness and accuracy are the watch-word. These banks illustrate the workings of the National Banks of the United States of to-day. They receive deposits, discount papers, give certificates of deposits, certify checks, make collections, and carry on a regular system of exchange. The work of each day must be brought out promptly, and as accurately as in any bank. Many of our students will never be Commission Merchants or Bankers, and yet, if parents fully appreciated the value, experience and discipline which the several offices afford, they would spare neither time nor money to have their sons complete this course. One of the great advantages afforded the students who attend our school is the fact that book-keeping, as applied to all kinds of business, may be thoroughly and practically learned here. Parents looking for a school should note this. Will it pay to attend a Business College? Hear what master minds think of it and then draw your own conclusions.

"The young man who starts in business at this time will stand but little chance without a business training. The mercantile profession must be studied just the same as medicine or law, and too high praise can not be given to the gentlemen who conduct these training schools."—*John Wanamaker*.

"A trained man will make his life tell. Without training you are left on a sea of luck where thousands go down while one meets with success. Business Colleges furnish their graduates with a better education for practical purposes than Princeton, Harvard or Yale."—*James A. Garfield*.

"Whatever vocation you may choose as your life work, there can be no question but that the first step is to obtain a practical business education. This will be available in any calling as a resource, giving strength and confidence to the mind it will come up to aid every day of your life."—*Henry Ward Beecher*.



## GENERAL INFORMATION.

*The Faculty* are teachers of ability and experience, who are permanently located in the school. They give their entire time and thought to the students of our school.

*Positions* are not guaranteed by this school. No honest school can do so, but students who prove themselves worthy in both character and scholarship are practically certain of securing remunerative employment.

*When to Enter.*—While it is desirable to begin at the opening of the Term, students may enter at any time, and pursue their work advantageously. Besides the recitations which are held daily in all the branches, individual instruction is given, enabling the student to overcome the obstacles in his way.

*The Time Required* to complete the course depends largely upon previous experience, and application of the student. Everything valuable requires time for its acquisition. This is especially true in the acquisition of a practical business knowledge. It is to the student's interest to remain until he has mastered the work thoroughly, be the time five months or a year.

*Qualifications for Entering.*—An ordinary common school education is all that is necessary to enter this institution. If a student has not been in school for some time, and is behind in his studies, he will receive, if necessary, personal instruction at his desk, until he is prepared to enter any of the classes without embarrassment.

*Diplomas.*—All students who complete the full course, pass the required examinations, and sustain a good moral character, are awarded a beautifully-engraved diploma.

*Class recitations and drills* are held daily in all branches taught. Besides this, individual instruction is given at the student's desk, thus enabling him to overcome the obstacles in his way. This individual instruction is a great aid to many students, and is one of the features of the business department.

*The welfare of students* is carefully studied; the closest attention is given to their wants and progress, and interest in them does not cease with their course of study.

## SHORT-HAND AND TYPE-WRITING.

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That the best and most important education is that which enables young people to earn an honorable livelihood, is without question. To do this requires skill in some line of work that the public demands. Of the various lines, it has been clearly proved that a young man or woman can possess no better preparation for success than a thorough knowledge of Short-hand and Type-writing. To prepare young people for this department a course fully meeting the most exacting demands has been laid out. The advantages offered are practical methods, thorough training, progressive systems and efficient preparation.

### Law and General Reporting.

Any young man who is ambitious to rise to distinction and independence in the world, should consider the advantages offered by Law and General Reporting. It is true it demands a high degree of skill, but this can be obtained by diligence, perseverance, and determination. The subject of Law Reporting has received legislative attention in many States, and official Stenographers have been appointed, and will continue to be, as time passes.

A general reporter can utilize his skill in reporting proceedings of conventions, commissions, conferences, speeches, etc. The compensation for this class of service is from \$1,500 to \$5,000. The reporters of the House of Representatives each receive \$5,000 per year.

### Easy to Learn.

Short-hand is as easy to learn as the common branches of study, and can be acquired by any person having a fair idea of the correct pronunciation and spelling of words, no matter how young.

In all the cities and large towns there are numerous short-hand writers, but they who are considered experts are comparatively few. Of these the number that, by reason of their manual skill, alertness of mind, and general information, are equal to the most difficult emergencies of legal and scientific reporting, is still smaller, so that the remark made by Daniel Webster, in regard to the chances in the profession of law, will apply with equal force in the profession of reporting: "There is plenty of room at the top." And for any one to hesitate in taking up the study of Short-hand because he may not become an expert would be about as unwise as for a person to be afraid to begin the study of medicine because he fears he may not become the highest authority in the profession.

Further, the demand for those who are willing and desire to do amanuensis work is still larger. *Never* before in the history of Short-hand has the pen of the stenographer been appreciated as it is now. Its advantages are becoming so manifest that in many business houses they would as soon do without their telegraph or telephone as without their stenographer. The short-hand writer with his 150 words per minute and his 40 to 50 words per minute on the type-writer, can get through with such a mass of correspondence in a single day, that the business man who becomes accustomed to such rapid methods in business is never again going back to the old slow way.

It is the verdict of many wise and experienced persons that an education that does not embrace a knowledge of Short-hand must be regarded as incomplete. Hear what some have to say.

### Importance of Short-hand.

Hon. Leonard Sweet, of Chicago, in a speech recently, said: "A boy applied to me for a position; he was bright, sharp, and fresh from school. I asked him, 'What can you do?' He answered, 'I can read Homer, translate Horace and scan Vergil, and I am versed in Geometry, Chemistry, etc.' I said, 'Can you write short-hand for me?' He replied, 'I never thought of learning short-hand and type-writing.' I was compelled to tell him he could not help us. I regard short-hand as one of the principal sciences, not only for learning, but as a drill for the mind, equaling, if not surpassing, the classics."

Professor Jasper Spar says: "I may be thought extravagant, but we are confident of speaking the truth when we say, we would not give up our knowledge of short-hand for \$500 increase to our income."

### Type-writing.

This department is conducted as a department separate from that of Short-hand, and is in charge of a thorough and experienced instructor, who has devoted much time and attention to type-writing work.

Each student receives personal instruction upon every point necessary to prepare him for the satisfactory discharge of all type-writing duties. Students receive constant practice in transcribing their short-hand notes on the type-writer, and as the appearance of the work, as it comes from the machine, is a matter of great importance, the pupils are continually drilled in writing business letters, commercial papers, and other documents, and are instructed in the most modern and approved methods of arrangement and form, thus learning to prepare each of the various papers with neatness and taste.

Type-writing is one of the best means of teaching spelling, capitalization, punctuation, and composition. Moreover, so great is the demand now for short-hand writers who can operate the type-writer, that the boy or girl who learns both is possessed of a valuable trade or profession.

Chas. Reade, in his work on "The Coming Man," says, "I advise parents to have their boys and girls taught short-hand and type-writing. A short-

hand writer who can typewrite his own notes would be safer from poverty than a great Greek scholar."

### Course.

FIRST TERM.—Orthography, Elocution, Grammar, Penmanship and Letter Writing.

SECOND TERM.—Grammar, Phonography, Typewriting, Debating.

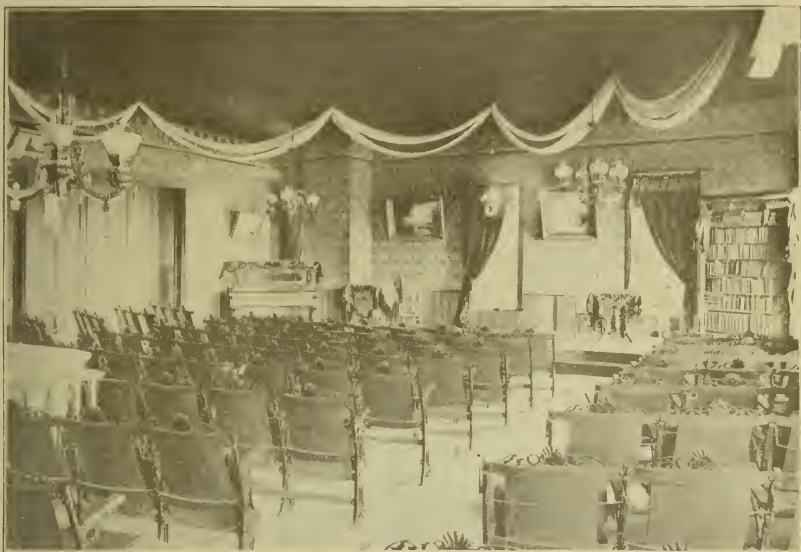
THIRD TERM.—Grammar, Phonography, Typewriting, Commercial Law.

FOURTH TERM.—Grammar, Phonography, Typewriting, Commercial Law.

### Expenses.

Tuition per term,.....	\$12 00
Books and Stationery for the course,.....	\$6 00 to 8 00
Diploma Fee,.....	1 50
Use of Machine per term,.....	1 50
For Board, Room Rent, Fuel and Incidental Fee, see page 8.	

## LITERARY SOCIETY HALLS



AMPHICTYON



PHILORHETORIAN





# PENMANSHIP AND ART DEPARTMENT.

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"One drop of ink may make a million think."

The managers have spared neither pains nor means to make the accommodations of this department such as will enable the student to do first-class work.

*The Instruction* is thorough, practical and common sense, and the methods used are those best suited to the wants of the student, taking into consideration his age, natural inclination, previous preparation, etc. Individual instruction is given when needed.

*Blackboard Work* is an indispensable part of the successful teacher of Penmanship. It is used freely in the analysis of the letters, and for practice exercises.

*Lectures.*—Frequent lectures are given on "How to Teach Writing in Public Schools," "How to Organize and Teach Evening Classes," "How to Teach Penmanship in Business Colleges," and "How to Teach the 'Beautiful Art' in Normal Schools," etc.

## The Course.

The course is comprehensive as well as thorough, and has been carefully arranged to meet the demands of those who desire to qualify themselves in the shortest time and at the least expense, to fill the various positions in the calligraphic art.



*Business Writing.*—A good handwriting without a shade or flourish is recognized in the commercial world to be an accomplishment of untold value. There are few attainments that form such an important part of the daily vocation of every business man as a good, plain, rapid handwriting.

**Artistic Writing.**—Under the head of Artistic Writing are recognized Card Writing, Backhand, Copperplate (imitation), Shaded Base, and Combinations. Such movements are employed as are best suited to obtain the required results.

#### Engrossing.

A penman who can engross handsomely is in possession of a very pleasant and profitable branch of Pen Art. It is very essential in filling Marriage Certificates, Diplomas, Family Records, and in writing Resolutions, Testimonials, Invitations, etc.

We teach Round Hand, Rustic Lettering, German Text, Old Roman, Sylvan Text, Old English, etc.

#### Flourishing.

Observation has established three necessary requisites in Flourishing: Grace, Harmony, and Artistic Beauty. From the pen's point may flow curves as graceful as the rainbow, hair lines as fine as the finest, and shades as beautiful as truth.

Beautiful Flourishing is to the eye what good language or good music is to the ear. We instruct in numerous designs from a quill to the king of beasts; but from an ornamental rather than a practical stand-point.

#### Drawing.

Learning to Draw is learning to see. No education is complete without a knowledge of Drawing.

In Architecture and Designing it is very necessary that a person has a thorough understanding of this Art. In almost every profession, from the lowest rank to the highest, Drawing can be used advantageously.

*Pen Drawing* is becoming very prominent in preparing illustrations for Newspapers, Catalogues, Magazines, etc.

A Pen Picture, simple as it may be, occupies a high rank among the works of Art.

*Portraiture.*—Parties desiring to reach the top round in Pen Art must command the pen with such a degree of skill that from its point may issue perfect likenesses.

*Designing* is an art in which very few are skilled; and yet it is one of the most essential attainments of the Artist. Man is not a mere imitator, but he plans, creates, and designs to suit his individuality.

#### Vertical Writing.

Much has been said concerning the merits and demerits of Vertical Penmanship. We are prepared to give class and personal instructions in this form of writing. Teachers and all who desire to learn Vertical Writing will find our instructions up to date, thorough and practical.



In Painting instruction is given in Oil and Water Color and in Pastel. The work consists of painting from life, still life and nature, or copying in oil, pastel or water color.

### Courses.

*Art Course.*—This course has been carefully arranged to meet the demands of those who want instruction in Crayon, Pastel, Water Color.

*Shorter Pen Art Course.*—This course comprises Business Writing (both sloping and vertical), Artistic Writing, Card Writing, Engrossing, Lettering, Shaded Base, Back Hand, Flourishing, Designing, Large Specimen Work, Pen Drawing, Blackboard Work, Theory of Teaching, Etc.

*Professional Pen Art Course.*—The purpose of this course is to make not only a master Pen Artist, but a thoroughly prepared and successful Art teacher. Besides the Shorter Course, it includes Free Hand and Perspective Drawing, Pen and Pencil Drawing from copies, models, objects and nature; original and mechanical designing, Cartooning, Portraiture, Blackboard Work, Lectures on Methods, Etc.

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## TUITION.

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Crayon, {	per lesson, .....	35 cents
Pastel, }		
Oil, {	per lesson, .....	50 cents
Watercolor, }		

Each lesson occupies three periods. Two terms of Drawing are required in above course.

### Shorter Course.

Per term (three hours daily), .....	\$12 00
Per year (38 weeks) (three hours daily), .....	45 00

### Professional Pen Art Course.

Per term (three hours daily), .....	15 00
Per year (38 weeks), .....	55 00

The above tuition does not include the materials used in the course. Persons paying the tuition for the Shorter or Professional Art Courses are at liberty to take such other regular studies as they may desire, free of charge.

## GENERAL INFORMATION.



**History.**—The story of Mount Morris College takes one back to the time when the Indian and the deer still roamed over the broad prairies of Illinois. It was in the "thirties" that a few public spirited citizens of what was then known as Pine Creek Settlement determined that their school known as Pine Creek Grammar School should be developed into a seminary of higher education. About this time the Methodist Conference resolved to establish an institution of learning in Northern Illinois. The committee on location decided in favor of Mt. Morris. On the Fourth of July, 1839, the corner stone was laid and the institution received the name of Rock River Seminary. Under the liberal patronage of those enterprising settlers the school prospered. The students developed with the spirit and energy of a new country upon them. As a result a surprisingly large proportion of them rose to distinction. Among their number are found cabinet officers, senators, representatives, governors, judges, leaders in business and finance, besides many prominent ministers of the Gospel. In 1879 the school passed into the hands of the Brethren, and its name was changed to Mount Morris College. Their aim was to build up an institution that should prove a foster mother to worthy young people seeking a practical education. Thousands have had their intellects quickened and their hearts warmed with a love of humanity that has put them into prominent and enviable positions in life.

**Location.**—Mt. Morris is a beautiful town of 1,200 inhabitants, 100 miles west of Chicago. It was founded by earnest Christian pioneers from the east, and having always been a school town one would naturally expect to find its inhabitants a people of intelligence, culture and refinement. The town has churches and public schools, but no open saloons or billiard halls. Public sentiment has always been so overwhelmingly against these and other vices so common to college towns, that the atmosphere of the place is almost entirely free from those things which hinder earnest, successful study.

**Buildings.**—The College surrounded by its park-like campus is located in the central part of the town. The campus is shaded and beautified by groups of tall maples with here and there a clump of evergreens. After the change made in '79, the steady growth of the school necessitated additional buildings. College Hall was erected in '90; the original "Old Sandstone" was replaced by Ladies' Hall in '93; and two years later the remaining seminary building was renewed to take the place of "Old Sandstone." These buildings are commodious and modern in their appointments.

**Faculty.**—The College is well equipped so far as instruction in the several departments is concerned. The members of the faculty are men and women of Christian character, sound scholarship, and recognized teaching ability. Many of them are specialists in their particular lines of work. The methods of instruction employed lead the student to think closely, accu-

rately and continuously, putting him in the way of accomplishing the greatest amount of thorough work in a given time.

**Lectures.**—Among the educational factors to-day, the platform takes a prominent place. The College Lecture Board has for years provided a course of five lectures. Only popular representative men are secured;\* men who have given their time to the study of special subjects. Their rich thoughts and inspiring words lead the hearers to better work and nobler aspirations, and give a new and broader view to life. Students appreciate the opportunities this course affords for gaining information and culture.

**Health and Physical Culture.**—Next in importance to the moral and religious welfare of young people stands the development and maintenance of a sound body. This is secured by pure air and proper physical training. Classes in physical culture are continued throughout the year, membership in which is free to all students; and whenever practicable daily exercise in the open air at ball, tennis and other games is taken. By these provisions the health of the student is carefully guarded. Severe illness is almost unknown in the college.

**Social and Domestic Life.**—The institution is co-educational. Its policy has always been to permit students to continue the social relations they enjoyed at home as brothers and sisters. The school is simply a large family. It is believed that this is the only way to promote true culture and character development. Caste is unknown. Work not wealth is the standard. In fact we prefer students from homes where they have been taught that *character* is the basis of the equality of men. So far as the discipline of the college is concerned, it allows the fullest liberty of association consistent with earnest and persistent work, and a due regard for the sentiment and usages of the best society.

**Calls and Deportment.**—The family life of the college makes it possible for all students to become acquainted. They are put on their honor to treat each other politely and to extend the courtesies expected of young ladies and gentlemen. Visiting during study hours is prohibited. Nor is it permitted that gentlemen call at ladies' private rooms; and *vice versa*. When a student applies for admission to the college it is understood that he promises to comply with its regulations and is received *only on that condition*. That students may be without interruption or distraction in their work they are encouraged to withdraw as thoroughly as possible from outside society.

**Literary Societies.**—Two live literary societies, the Amphietyon and Philorhetorian, afford the student the very best opportunity for acquiring that self-reliance and parliamentary drill so essential to success in after life. Pleasantly located in two commodious halls which they have cozily furnished with carpets, opera chairs, etc., making homelike rendezvous for their members, they furnish one of the most valuable experiences of college life. Each society has a respectable library of choice books which is kept fresh and new by the continual addition of new works. Aside from the regular weekly programs, public contests are held each year, at which suitable prizes are awarded the

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\*See page 7.

most meritorious declamation, essay, and oration given previously at a regular program. The Sharer Oratorical Contest is held annually by the Philorhetorian society to award the Sharer prize of Ten Dollars in gold for the best oration given during the year. While these societies have independent organizations and are regularly chartered institutions, they are an integral part of the college and membership is limited to the students. They are under the control of the faculty.

**Rooms and Boarding.**—No pains are spared to make the domestic life of the student pleasant and enjoyable. The furnishing of the rooms in the dormitories is such, in every particular, as to render them comfortable and home-like. The dining hall is large, airy and well lighted. Here both teachers and students rooming in the college meet as one common family for their meals. The table board is bountiful. It consists of good, wholesome food properly prepared under the direction of an experienced cook. A large majority of the students prefer the board because of its nutritious and healthful simplicity as compared with a more luxurious diet.

**Outfit.**—Each student should bring a Bible, a pair of blankets and towels, a knife, fork, and spoon for use in case of sickness, overshoes, etc. Every article of clothing and other personal property should be distinctly marked with the owner's name.

**Report.**—A record of each recitation is kept. This, together with the examinations at the close of each term, determines the standing of the student, and is handed to him unless otherwise directed by the parent or guardian.

**Religious Training.**—One of the prominent features of the institution is the effort to impress upon its students the claims and benefits of an exalted morality and true vital piety. Each student takes part in a Scripture reading at the opening of each regular school day. Saturday and Sunday mornings are designated as "Students' Mornings" because on these mornings the services are conducted entirely by the students. Besides the regular weekly preaching services, there is a well organized Sunday school and a wide-awake prayer meeting. Every student is required to attend one Sunday school and one preaching service each Lord's day.

**Dress.**—As nothing tends more to lower the standard of scholarship among students than an undue interest in dress, the college authorities solicit the co-operation of parents in maintaining a proper consistency in this respect. The students should be supplied with sufficient, but *plain* clothing and other necessities. All extravagance in dress, and the wearing of jewelry are considered injurious in every way, and parents are requested to see that their children do not come burdened with these superfluities.

**Students' Aid Fund.**—For the purpose of assisting worthy young people in securing an education that will put them in the way of usefulness in the church and in the world, an Aid Fund has been established by the students and friends of the college. The candidates are to be young persons who do not have the means of securing the advantages of an education otherwise. Applications should be made as early as possible.



## Questions Answered.

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**The courses of study** are so arranged as to prevent the necessity of studying needless branches, or those that are not practical.

**What studies** may I take? It is a good plan to follow some regular course, but students may choose such studies as best meet their needs.

**Text-Books.**—Students should bring such school books as they may have for reference, if not used in the course.

**Qualifications** for admission vary from a very ordinary common school education up. If the student is deficient in elementary studies, we help him.

**The school year** is divided into four terms. The expenses of each term for *tuition, board, room, fuel and incidental fee* are \$36.50; for the year \$131.50.

**Self-Board.**—We have a limited number of well-furnished rooms for students desiring to board themselves, thereby covering their year's expenses with \$90 to \$95. We have also made arrangements for a limited number of good students to board in clubs.

**Baggage.**—On arriving at Mt. Morris, keep your baggage check and come directly to the College Office. We are acquainted, and we will help you to locate in a good place, no matter whether you prefer to room at the College or in town.

**Rooms in the College.**—Papered, carpeted, steam heat, admirably furnished, hence cozy and comfortable.

**The sick** receive the best of attention. They have the personal care of the president and an experienced matron.

**There are no Saloons.**—Mt. Morris is almost entirely free from the temptations which surround schools in cities and larger towns. *No safer place can be found for young people.*

**Individual instruction** is given in Grammar, Arithmetic, Bookkeeping, Shorthand, Typewriting, Penmanship and all other studies if desired.

**Reports are sent** to parents at the close of each term. A special inquiry will always be answered promptly.

**Students may deposit** their money for safe keeping, and have it paid on demand by the Business Manager at the College or at the bank downtown.

**Rooming Out.**—Students who room in private families are held amenable to the same regulations as those rooming in the College. Persons receiving students into their homes are expected to report to the Faculty whatever irregularities may come under their notice.

**The incidental fee** is fifty cents a term for those rooming in the building; \$1.00 per term for those rooming out.

**Physical Culture Classes** are open to all regular students *free of charge*. So are also the *Vocal Music, Drawing and Sketching Classes*.

**Positions.**—We make a specialty of preparing teachers for high schools and commercial colleges. We have been able to place many of our graduates in very good positions. We frequently have such applications,—more than we are prepared to fill.

**Idlers** find no congenial company here; they either go to work or go to schools where they do find company.

**Correspondence.**—Instruction by correspondence will be given in all cases where the student cannot attend the school. Ask for particulars.

**For One Cent** you can tell on a postal card what line of work you desire. Write us, and we will cheerfully answer your questions.

## SEMINARY DEPARTMENT

Emmert, M. W.,.....Cedar Rapids, Iowa	.....H.,.....Beatrice, Nebr
Kohl, W. F.,.....Franklin Grove, Ill	.....J. D.,.....Franklin Grove, Ill

## ACADEMIC DEPARTMENT

### SENIOR

Clapper, O. L.,.....Mount Morris, Ill	Nazarene, Mary, .....Mount Morris, Ill
Felker, Edna,.....Leaf River, Ill	Ross, A. W.,.....Kinzie, Ind
Keltner, Chas. H.,.....Sterling, Ill	Shank, E. S.,.....Mount Morris, Ill
Flory, H. D.,.....Mount Morris, Ill	Shaw, Florence,.....Mount Morris, Ill
Lichty, D. J.,.....Waterloo, Iowa	Shirk, Lizzie,.....Mount Morris, Ill
McClure, Martha,.....Mount Morris, Ill	Strock, Burton,.....Mount Morris, Ill

### THIRD YEAR

Bechtelheimer, Clyde,.....Deacon, Ind	Neff, Lura,.....Mount Morris, Ill
Berkley, Jennie,.....Waterloo, Iowa	Nickey, Mattie,.....Laplace, Ill
Bosserman, L. D.,.....Mount Morris, Ill	Rothrock, S. F.,.....Carlisle, Nebr
Flory, E. N.,.....Mount Morris, Ill	Rowland, Porter,.....Lanark, Ill
Haney, Homer,.....Oregon, Ill	Shirk, Nelson,.....Mount Morris, Ill
Heidenreich, Pearl,.....Woodbine, Ill	Smith, Lillie,.....Juniata, Nebr
Holsinger, Chas.,.....Mount Morris, Ill	Souders, J. F.,.....Oran, Ohio
Metzger, Minerva,.....Mulberry, Ind	Strock, Mildred,.....Mount Morris, Ill
Moore, Alice,.....Elgin, Ill	Suter, F. F.,.....Franklin Grove, Ill
Moorehead, Elmer,.....Pleasant Valley, Ill	Sutter, Cora,.....Roanoke, La
Whitehead, Ruth,.....New Paris, Ind	

### SECOND YEAR

Allen, H. W.,.....Dumont, Iowa	Gibbel, Laura, .....Inavale, Nebr
Allen, Ada,.....Mount Morris, Ill	Gilbert, Q. O.,.....Ivester, Iowa
Arnold, Nora S.,.....Lintner, Ill	Hays, J. T.,.....Broadway, Va
Ashmore, Carrie, .....Mansfield, Ill	Heckman, J. M., .....Cerrogordo, Ill
Bechtold, Alta,.....McConnell, Ill	High, Anna,.....Octavia, Nebr
Blough, Jennie,.....Waterloo, Iowa	Hollinger, Alma, .....Versailles, Ohio
Bosserman, Mrs. L. D.,.....Mount Morris, Ill	Holsinger, Lloyd,.....Mount Morris, Ill
Brayton, Ernest,.....Mount Morris, Ill	Hostetler, Clara,.....Carleton, Nebr
Buser, Robert,.....Mount Morris, Ill	Householder, Earl,.....Mount Morris, Ill
Clevidence, E. A.,.....Mount Morris, Ill	Hyzer, W. P.,.....Shannon, Ill
Dively, Althea,.....McConnell, Ill	Jasper, Mary,.....Elkhart, Iowa
Dull, W. A.,.....Davenport, Nebr	Kendal, Mary, .....Leaf River, Ill
Fike, W. W.,.....Milledgeville, Ill	Kieffaber, G. W.,.....Clay City, Ind
Fike, Sadie,.....Milledgeville, Ill	Kuhl, Philip,.....Ashton, Ill
Fink, L. A.,.....Milledgeville, Ill	Lampin, J. C.,.....Mount Morris, Ill
Forney, Frank,.....Hudson, Ill	Lampin, Mrs. J. C.,.....Mount Morris, Ill
Frey, Earl,.....Pecatonica, Ill	Lichty, Mary,.....Waterloo, Iowa



Lineweaver, A. S., ..... Rexmond, Pa  
Lutz, Amanda, ..... Mount Morris, Ill  
Malone, Kathryn, ..... Myrtle, Ill  
McCosh, Gladys, ..... Mount Morris, Ill  
Merchant, Jennie M., ..... Lanark, Ill  
Middour, Mina, ..... Mount Morris, Ill  
Neff, Susie, ..... New Paris, Ind  
Nickey, Flora, ..... Juniata, Nebr  
Potter, H. R., ..... Mount Morris, Ill  
Potter, Louie, ..... Mount Morris, Ill  
Plum, Cyrus, ..... Mount Morris, Ill  
Price, B. S., ..... Mount Morris, Ill  
Replogle, Minnie, ..... Edna Mills, Ind  
Roland, J. V., ..... Adel, Iowa  
Royer, W. Henry, ..... Dallas Center, Iowa  
Sadler, Lenore, ..... Waddams Grove, Ill

Senger, Eda, ..... Franklin Grove, Ill  
Senger, Ray, ..... Franklin Grove, Ill  
Shively, Levi, ..... Corrogorado, Ill  
Stouffer, Lydia, ..... Pitsburg, Ohio  
Shaeffer, C. C., ..... Adel, Iowa  
Shirk, Etta, ..... Mount Morris, Ill  
Stutsman, Karl, ..... Mount Morris, Ill  
Smith, Ira J., ..... Campbell, Mich  
Shaw, Bruce, ..... Orangeville, Ill  
Starr, Frank, ..... Waddams Grove, Ill  
Teller, Maude, ..... Cherry Valley, Ill  
Tracy, D. C., ..... Mount Morris, Ill  
Telfer, Sadie, ..... Shannon, Ill  
Wolfe, Mary, ..... Sterling, Ill  
Whitehead, Clayton, ..... Warsaw, Ind  
Zuck, Alonzo, ..... Tipton, Iowa

## FIRST YEAR AND UNCLASSIFIED

Allen, J. R., ..... Dumont, Iowa  
Baker, Urilla, ..... Mount Morris, Ill  
Baker, Harry, ..... Mount Morris, Ill  
Baldwin, Rollins, ..... Mount Morris, Ill  
Butterbaugh, Edith, ..... Mount Morris, Ill  
Buser, Robert, ..... Mount Morris, Ill  
Blickenstaff, Eldo, ..... Cerrogorado, Ill  
Blickenstaff, Minnie, ..... Cerrogorado, Ill  
Bechtold, Alice, ..... McConnell, Ill  
Blair, G. W., ..... Kent, Ill  
Blough, Warren, ..... Waterloo, Iowa  
Broadwater, Lewis, ..... Lime Springs, Iowa  
Binkley, C. J., ..... Haldane, Ill  
Berkley, Glen, ..... Kyte River, Ill  
Bowman, Walter, ..... Everly, Iowa  
Bechtold, J. W., ..... McConnell, Ill  
Carpenter, C. O., ..... Egan, Ill  
Chase, Amy, ..... Shuswap, British Columbia  
Cowan, Roy, ..... Mount Morris, Ill  
Crawford, Cornelia, ..... Mount Morris, Ill  
Clemmer, J. Q., ..... Polo, Ill  
Cripe, Frank, ..... Battle Creek, Iowa  
Davis, Bessie, ..... Mount Morris, Ill  
Davis, M. W., ..... Mount Morris, Ill  
Dow, O. W., ..... Pearl City, Ill  
Ditsworth, O. M., ..... Lanark, Ill  
Eaton, E. D., ..... Elmerville, Ill  
Eby, Jesse W., ..... Carrollton, Ohio  
Eshelman, Frank, ..... Dallas Center, Iowa  
Eshelman, Carrie, ..... Dallas Center, Iowa  
Frantz, Homer, ..... Pleasant Hill, Ohio  
Frantz, Grace, ..... Cando, N. Dak  
Flory, W. E., ..... Shickley, Nebr  
Frybarger, Mollie, ..... McConnell, Ill  
Gaffin, May, ..... Mount Morris, Ill  
Griswold, Elsie, ..... Mount Morris, Ill

Gloss, Clayton, ..... Mount Morris, Ill  
Gnagey, Ora, ..... Waterloo, Iowa  
Gleasant, Alice, ..... Rockton, Ill  
Goughnour, Sara, ..... Ankney, Iowa  
Goughnour, John, ..... Ankney, Iowa  
Haerr, Eva B., ..... Kings, Ill  
Hahn, Ira, ..... Campbell, Mich  
Haney, Walter, ..... Oregon, Ill  
Heckman, F. B., ..... Cerrogorado, Ill  
Hammer, George, ..... Polo, Ill  
Hufford, Frank, ..... Cerrogorado, Ill  
Hart, A. L., ..... Milledgeville, Ill  
Hoak, Ira, ..... Sterling, Ill  
Hollinger, R. E., ..... Olathe, Kans  
Hacker, W. P., ..... Milledgeville, Ill  
Holsinger, Mabel, ..... Mount Morris, Ill  
Jourden, Rosie, ..... Dixon, Ill  
Janssen, Trenia, ..... Mount Morris, Ill  
Keller, Vesta, ..... Tipton, Iowa  
Kimmel, Chas., ..... Sheldon, Iowa  
Keltner, E. H., ..... Keltner, Ill  
Kerns, Susie, ..... Mount Morris, Ill  
Keith, Allen, ..... Mount Morris, Ill  
Kuhn, Paul, ..... Rodgerville, Iowa  
Knodle, Floyd, ..... Mount Morris, Ill  
Keefer, J. L., ..... Greenwood, Nebr  
Lamb, Chas., ..... Waterloo, Iowa  
Lamb, John, ..... Waterloo, Iowa  
Lichty, Bulah, ..... Waterloo, Iowa  
Lichty, Harry, ..... Waterloo, Iowa  
Lehner, Tillie, ..... Mount Morris, Ill  
Lewis, Henry, ..... Lewiston, Minn  
Long, Harvey, ..... Webster, Ohio  
Long, Florence, ..... Mount Morris, Ill  
Lohafer, Pearl, ..... Mount Morris, Ill  
Miller, J. C., ..... Mount Morris, Ill

McNeel, Chas.,	Nachusa, Ill	Sager, John,	Hudson, Ill
Metz, Harry,	Lake Park, Iowa	Stahlhut, Olive,	Mount Morris, Ill
Myers, Elsie,	Waddams Grove, Ill	Slifer, Bessie,	Mount Morris, Ill
Mundabaugh, S. W.,	Sheldon, Iowa	Smith, D. E.,	Juniata, Ill
Miller, Robert,	Waterloo, Iowa	Shelly, Maude,	Ollie, Iowa
Miller, Wilbert,	Waterloo, Iowa	Sprecher, Edith,	Mount Morris, Ill
Mishler, E. Belle,	Mount Morris, Ill	Slifer, Mary,	Conrad, Iowa
Miller, E. F.,	Lanark, Ill	Swartz, Olive,	Elida, Ill
Miller, Anna,	Laplace, Ill	Switzer, Ira,	Waterloo, Iowa
Mishler, Mrs. C. H.,	Mount Morris, Ill	Stoner, Edgar,	Leaf River, Ill
Myers, Verne,	Oregon, Ill	Sheller, Ray G.,	Ivester, Iowa
Miller, N. H.,	Laplace, Ill	Sheller, Daniel,	Ivester, Iowa
Myers, Keller,	Tipton, Iowa	Sprecher, Alva,	Mount Morris, Ill
Myers, J. M.,	Cando, N. Dak	Stoner, Elizabeth,	Leaf River, Ill
Nettz, Roy,	Pine Creek, Ill	Smith, G. L.,	Waterloo, Ia
Newcomer, Ruth,	Mount Morris, Ill	Solenberger, Grace,	Mount Morris, Ill
Newcomer, Grace,	Mount Morris, Ill	Stoner, Elsie,	Leaf River, Ill
Newcomer, John L.,	Mount Morris, Ill	Stonebraker, Grace,	Mount Morris, Ill
Nelson, Wm. S.,	Kyte River, Ill	Stover, J. H.,	Mount Morris, Ill
Nickey, S. G.,	Laplace, Ill	Taylor, Chas. V.,	Whitesville, Mo
Nickey, Mrs. S. G.,	Laplace, Ill	Thorpe, Claude,	Winslow, Ill
Paul, Anna,	Adeline, Ill	Thomas, Earl,	Mount Morris, Ill
Price, Arnold,	Oregon, Ill	Thomas, Kathryn,	Mount Morris, Ill
Pyle, Milton,	Hansel, Iowa	Thomas, Mary,	Mount Morris, Ill
Pressel, D. Harry,	York, Pa	Tice, Edith,	Mount Morris, Ill
Potter, Grace,	Mount Morris, Ill	Tice, Chas. E.,	Mount Morris, Ill
Piper, Julia,	Mount Morris, Ill	Trostle, Anna,	Mount Morris, Ill
Peacock, T. W.,	Mount Morris, Ill	Trostle, Eva,	Mount Morris, Ill
Peacock, C. D.,	Mount Morris, Ill	Thomas, Eva,	Adeline, Ill
Peck, C. L.,	Waterloo, Iowa	Thomas, Robert,	Seward, Ill
Rees, Vernon,	Mount Morris, Ill	Thomas Nellie,	Mount Morris, Ill
Royer, Ella,	Dallas Center, Iowa	Ullom, Minerva,	Nora, Ill
Royer, Edward,	Dallas Center, Iowa	Vinson, W. E.,	Lima, Ohio
Royer, H. G.,	Lanark, Ill	Wallace, Mrs. Eugene,	Mount Morris, Ill
Ross, Chas. G.,	Arcadia, Nebr	Wolfe, Grace,	Mount Morris, Ill
Rasp, John,	Rising City, Nebr	Wolfe, Nellie,	Mount Morris, Ill
Rowe, Effie,	Mount Morris, Ill	Withers, Mabel,	Mount Morris, Ill
Rebman, Cora,	Mount Morris, Ill	Watts, Earl,	Mount Morris, Ill
Stutsman, Anna,	Pitsburg, Ohio	Weaver, Faun,	Mount Morris, Ill
Stutsman, Susie,	Pitsburg, Ohio	Williford, Lena,	Oak Grove, Tenn
Strock, Wanda,	Mount Morris, Ill	Waterman, Blanche,	Freeport, Ill
Strock, Hallie,	Mount Morris, Ill	Wirt, Henry,	Lewiston, Minn
Seider, Laurah,	Plymouth, Ind	West, G. M.,	Ankney, Iowa
Scott, Florine,	Mount Morris, Ill	Zellers, Daisy,	Myrtle, Ill
Sheaffer, J. B.,	Adel, Ill	Zellers, Leslie,	Myrtle, Ill
Switzer, Hattie,	Waterloo, Iowa	Zellers, Nettie,	Adel, Iowa
Zumdahl, Susie,	Mount Morris, Ill		

## ELOCUTION AND ORATORY

### SENIORS

Bechtold, Alta  
Fike, Sadie

Gibbel, Laura  
Telfer, Sadie

Trostle, Anna

# JUNIORS

Ashmore, Carrie	Keller, Vesta
Berkley, Jennie	Lichty, Bulah
Blair, H. W.	Lohafer, Pearl
Blickenstaff, Minnie	Neff, Susie
Blough, Jennie	Pressel, D. H.
Davis, Bessie	Royer, Ella
Dively, Althea	Switzer, Hattie
Flory, H. D.	Senger, Eda
Frantz, Grace	Senger, Ray
Gnagey, Ora	Shaw, Bruce
Griswold, Elsie	Williford, Lena
Hostetler, Clara	Wolfe, Grace
Wolfe, Nellie	

# PREPARATORY

Allen, H. W.	Miller, E. F.
Allen, J. R.	Miller, Anna
Arnold, Nora S.	Miller, Robert
Berkey, Glen	Miller, J. W.
Baker, Urilla	Metz, H. W.
Blough, Warren	Malone, Kathryn
Bosserman, Mrs. L. D.	Mishler, Belle
Bowman, W. L.	Myers, Elsie
Buser, Robert	Newcomer, Grace
Butterbaugh, Edith	Newcomer, Ruth
Clapper, O. L.	Nettz, Roy
Chase, Amy	Price, Arnold
Ditsworth, O. M.	Pyle, M. R.
Dow, Orin	Rasp, John
Dull, W. A.	Royer, E. E.
Eshelman, Carrie	Royer, W. H.
Eaton, E. D.	Rowe, Effie
Eby, Jesse	Shelly, Irene
Frantz, Homer	Scott, Florine
Flory, W. E.	Smith, Lillie
Frybarger, Mollie	Smith, I. J.
Gilbert, Q. O.	Smith, D. E.
Gleasant, Alice	Stutsman, Susie
Gaffin, May	Stutsman, Anna
Goughnour, Sara	Stutsman, Karl
Haerr, Eva	Seider, Laura
Heckman, B. F.	Swartz, Olive
Holsinger, Lloyd	Slifer, Mary
Hollinger, Alma	Stoner, E. C.
Hahn, Ira	Strock, Mildred
Keefer, J. L.	Sutter, Cora
Keltner, D. H.	Taylor, C. V.
Kuhn, Paul	Thomas, Eva
Lamb, Chas.	Thorpe, Claude
Lichty, H. M.	Withers, Mabel
Long, Harvey	Zuck, A. B.

## BIBLE DEPARTMENT

## SENIORS

Arnold, Nora S.	Felker, Edna
Bosserman, L. D.	Ross, A. W.
Bosserman, Mrs. L. D.	Shirk, Lizzie

## MIDDLE YEAR

Flory, H. D.	Nickey, Flora
Flory, E. N.	Price, E. H.
Goughnour, Sara	Royer, Ella
Heckman, F. B.	Shaw, Bruce
Lampin, J. C.	Stouffer, Lydia
Lampin, Mrs. J. C.	Trostle, Eva

## FIRST YEAR

Allen, J. R.	Mondabaugh, S. W.
Ashmore, Carrie	Neff, Susie
Baldwin, R. C.	Nickey, S. G.
Berkley, Jennie	Nickey, Mrs. S. G.
Chase, Amy	Potter, Harry
Clapper, O. L.	Pressel, D. H.
Frantz, Homer	Replogle, Minnie
Gnagey, Ora	Shaw, Florence
Hahn, Ira	Shively, Levi
Heckman, J. M.	Sheaffer, C. C.
High, Anna	Senger, Eda
Hostetler, Clara	Starr, Frank
Keltner, Chas.	Stutsman, Anna
Lichty, D. J.	Stutsman, Susie
Lichty, Bulah	Sutter, Cora
Merchant, Jennie	Waterman, Blanche
Messer, C. F.	Whitehead, Clayton
Miller, N. H.	Wolfe, Mary
Miller, Anna	Wolfe, Grace

Wolfe, Nellie

## COMMERCIAL DEPARTMENT

Blickenstaff, Eldo R.	Eshelman, Frank
Bechtold, John W.	Fike, Wallace W.
Binkley, Cramer J.	Flory, William E.
Bowman, Walter L.	Forney, Frank D.
Broadwater, Lewis H.	Frantz, Grace
Butterbaugh, Edith	Gibbel, Laura
Clemmer, James Q.	Gloss, C. G.
Clevidence, Earl A.	Goughnour, John
Cowan, Leroy B.	Hacker, W. P.
Cripe, B. Franklin	Hammer, Geo. M.
Davis, Myron W.	Hart, Arthur L.
Ditsworth, Oliver M.	Hollinger, Paul E.
Dull, Walter A.	Hufford, Frank
Eaton, Edward D.	Hyzer, Walter P.

Joruden, Rosie  
 Keefer, Jesse L.  
 Keltner, Elva H.  
 Kimmel, Chas.  
 Knodle, Floyd C.  
 Kuhn, Paul  
 Lamb, John  
 Lamb, Chas.  
 Long, Florence  
 Malone, Kathryn  
 McNeel, Charles  
 Metz, Harry I.  
 Miller, J. Clinton  
 Miller, Noah H.  
 Myers, Keller  
 Nickey, Mattie  
 Peacock, Thurlow W.  
 Peck, Calvin H.  
 Price, Arnold G.  
 Replogle, Minnie  
 Ross, Chas. G.

Royer, Harry G.  
 Sager, John M.  
 Seider, Laura C.  
 Sheaffer, C. C.  
 Sheaffer, John B.  
 Shively, Levi S.  
 Solenberger, Grace  
 Smith, George L.  
 Smith, David E.  
 Sprecher, Alva  
 Starr, Frank B.  
 Stutsman, Carl  
 Sutter, Cora Lou  
 Thomas, Earl  
 Thomson, Robert  
 Trostle, Anna  
 Ullom, Minerva  
 Watts, Earl  
 West, George M.  
 Zellers, Leslie  
 Zellers, Nettie

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## SHORTHAND AND TYPEWRITING

---

Binkley, C. J.  
 Clevidence, E. A.  
 Cowan, Roy  
 Eaton, Edward  
 Fike, W. W.  
 Fink, L. A.  
 Frantz, Grace  
 Frantz, Homer  
 Gibbel, Laura  
 Goughnour, John  
 Hyzer, Walter  
 Kohl, William F.  
 Knodle, Floyd  
 Malone, Kathryn  
 Middour, Mina  
 Netz, Roy  
 Nickey, Mattie

Peacock, Chas.  
 Plum, Cyrus  
 Replogle, Minnie  
 Roland, Verne  
 Ross, Chas. G.  
 Seider, Laura  
 Sheaffer, C. C.  
 Smith, D. E.  
 Starr, Frank  
 Sutter, Cora  
 Taylor, Charles V.  
 Telfer, Sadie  
 Thomas, Earl  
 Tracy, D. C.  
 Trostle, Anna  
 Watts, Earl  
 West, G. M.

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## SPECIAL PEN AND PEN ART

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Bowman, W. L.  
 Blickenstaff, Eldo  
 Bechtold, Alice  
 Broadwater, L. H.  
 Cripe, B. F.  
 Dively, Althea  
 Ditsworth, O. M.  
 Dow, Orie W.  
 Davis, M. W.

Davis, Bessie  
 Eby, J. B.  
 Eshelman, F. N.  
 Flory W. E.  
 Frantz, Homer  
 Fike, W. W.  
 Forney, Frank  
 Gloss, C. G.  
 Gilbert, Q. O.



Haney, Walter	Peacock, Chas.
Hyzer, W. P.	Peacock, T. W.
Hollinger, R. G.	Rasp, John
Keltner, E. H.	Royer, Ella
Kohl, W. F.	Royer, H. G.
Lineweaver, A. L.	Royer, E. E.
Lohafer, Pearl	Royer, Ed.
Lichty, H. M.	Smith, G. L.
Mondabaugh, S. W.	Sheller, R. G.
Malone, Kathryn	Swartz, Ollie
Merchant, Jennie	Senger, Ray W.
Miller, E. F.	Smith, David
Miller, J. C.	Stoner, E. C.
Metz, G. I.	Sheaffer, C. C.
Messer, C. F.	Sager, J. M.
Myers, Elsie	Taylor, C. V.
McNeel, Chas	Tracy, D. C.
Myers, Keller	Teller, Maud
Nelson, W. S	Wolfe, Grace
Nettz, Roy	Wolfe, Nellie
Peck, C. L.	Zellers, Daisy

## PENCIL DRAWING

Allen, Harvey	Merchant, Jennie
Ashmore, Carrie	Moorehead, Elmer
Binkley, C. K.	Messer, C. F.
Baker, Urilla	Malone, Kathryn
Bosserman, Mrs. L. D.	Nickey, Mattie
Chase, Amy	Nickey, Flora
Cowan, Roy	Nelson, Chas.
Dively, Althea	Neff, Lura
Dow, Orie	Peacock, Chas.
Frantz, Homer	Ross, A. W.
Forney, Frank	Ross, Chas.
Frybarger, Mollie	Rasp, John
Gilbert, Q. O.	Shaw, Florence
Goughnour, Sara	Senger, Eda
Gibbel, Laura	Sprecher, Edith
Gloss, C. G.	Stover, John
Griswold, Elsie	Switzer, Hattie
Hostetler, Clara	Shaw, Bruce
Holsinger, Chas.	Smith, Lillie
Haerr, Eva	Smith, I. J.
Hyzer, Walter	Sheaffer, C. C.
Heckman, B. F.	Stutsman, Anna
Kimmel, C. S.	Thomas, Kathryn
Long, Harvey	Trostle, Eva
Lichty, D. J.	Taylor, C. V.
Lichty, Bulah	Wirt, H. E.
Lamb, Chas.	Wolfe, Grace
Lineweaver, A. S	Wolfe, Nellie
Miller, J. C.	Watts, Earl
Myers, Keller	Waterman, Blanche
	Zellers, Nettie



## SKETCHING

Buser, Robert	Long, Harvey
Cowan, Roy	Messer, C. F.
Fike, W. W.	Myers, Elsie
Goughnour, Sara	Thomas, Kathryn
Lichter, Bulah	Trostle, Eva
Zellers, Daisy	

PORTRAIT AND LANDSCAPE DRAWING  
IN CRAYON

Ashmore, Carrie	Swartz, Ollie
Bechtold, Alice	Sprecher, Edith
Cowan, Roy	Senger, Eda
Gibbel, Laura	Tice, Edith
Kendal, Mary	Tice, Charles
Merchant, Jennie	Thomas, Kathryn
Nelson, W. S.	Trostle, Anna
Slifer, Bessie	Zellers, Daisy

## OIL, WATER COLOR AND PASTEL

Bechtold, Alice	Stutsman, Anna
Bechtold, Alta	Swartz, Olive
Blickenstaff, Minnie	Teller, Maude
Carpenter, Ada	Tice, Edith
Keller, Vesta	Tice, Charles
Neff, Lura	Thomas, Kathryn
Remmer, Mrs. Aida	Wolfe, Grace
Slifer, Elizabeth	Wolfe, Nellie

Zellers, Daisy

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MUSIC DEPARTMENT

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## PIANO

Brayton, Ernest	Roland, Verne
Blickenstaff, Minnie	Rowland, Porter
Bechtold, Alta	Switzer, Hattie
Crawford, Cornelia	Sheller, Daniel
Clevidence, Earl	Slifer, Bessie
Felker, Edna	Stahlhut, Olive
Fike, Sadie	Strock, Wanda
Gleasant, Alice	Strock, Hallie
Gloss, Bertha	Stoner, Lizzie
Gaffin, May	Stoner, Elsa
Haerr, Eva	Tice, Edith
Lehner, Matilda	Thomas, Mary
Middour, Mina	Thomas, Nellie
Mishler, Evangeline	Thomas, Kathryn
Nettz, Roy	Weaver, Faun
Potter, Grace	Welty, Virgie
Piper, Julia	Wallace, Mrs.
Royer, Myrtle	Zumdahl, Susie
Rebman, Cora	Zellers, Nettie

## ORGAN AND GUITAR

Janssen, Trenia  
Merchant, Jennie

Newcomer, Miss  
Potter, Lulu

## VOICE

Bechtold, Alta  
Hahn, Ira

Stutsman, Anna

Hostetler, Clara  
Neff, Susie

## HARMONY

Bosserman, Mrs.  
Blickenstaff, Minnie  
Hahn, Ira

Zumdahl, Susie

Slifer, Bessie  
Stahlhut, Olive  
Tice, Edith

## HISTORY AND SCIENCE OF MUSIC

Bosserman, Mrs.  
Royer, Myrtle  
Slifer, Bessie

Stahlhut, Olive  
Tice, Edith  
Zumdahl, Susie

## CHORUS

Baker, Urilla  
Berkley, Jennie  
Blair, G. W.  
Blickenstaff, Minnie  
Blickenstaff, Eldo  
Blough, Jennie  
Bosserman, Mrs. L. D.  
Chase, Amy  
Cripe, Frank  
Davis, Bessie  
Dively, Althea  
Dull, W. A.  
Flory, W. E.  
Gnagey, Ora  
Goughnour, Sarah  
Goughnour, John  
Hammer, George  
Heckman, Frank  
Hollinger, Alma  
Jasper, Miss  
Keller, Vesta  
Lichty, Bulah  
Lichty, Mary  
Lineweaver, L. S.  
Lohafer, Pearl  
Mishler, Mrs. C.

Zuck, A. B.

Miller, Anna  
Moore, Alice  
Myers, Elsie  
Metz, H. I.  
Neff, Susie  
Nickey, Flora  
Nickey, Mattie  
Pressel, D. H.  
Rasp, John  
Rothrock, S. M.  
Senger, Eda  
Shaeffer, C. C.  
Stauffer, Lydia  
Shelly, Maude  
Smith, Lilly  
Sheller, Ray  
Sheller, Daniel  
Sprecher, Edith  
Stutsman, Anna  
Stutsman, Susie  
Switzer, Hattie  
Taylor, C. V.  
Trostle, Anna  
Wolfe, Mary  
Wolfe, Grace  
Wolfe, Nellie

## GRADUATES TEACHERS' CERTIFICATE CLASS

Royer, Myrtle

Zumdahl, Susie

Stahlhut, Olive

## SUMMARY—Enrollment by Terms

Fall Term, .....	138
First Winter Term, .....	224
Second Winter Term, .....	251
Spring Term, .....	135
Bible Institute, .....	76
Whole number of Students enrolled, .....	327





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